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ABSTRACT

Each of the entries in this bibliography is annotated with special emphasis on methodology and conclusions of the work. All citations are from professional journals covering the period 1964-1974. The entries are arranged alphabetically by author. (HJ)

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COUNSELING THE MEXICAN AMERICAN CLIENT: AN ANNOTATED BIBLIOGRAPHY OF JOURNAL LITERATURE, 1964-74

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This annotated bibliography represents the efforts of a group of graduate students at California State University, Long Beach, in the school year 1974-75. Our purpose was:

1. To examine all of the journal literature concerning counseling the Mexican American client for the period 1964 to 1974.

2. Compile, in one document, readily accessible information regarding counseling the above client.

Anyone who has reviewed some of the literature concerning ethnic minorities will appreciate the enormity of this task.

It was determined at the outset, that an attempt to review and compile all of the available literature would be far beyond our resources and time availability. One simply could not examine and read everything in a year and also maintain currency. Thus, it was decided to examine only the literature found in professional journals.

From this scope, it was then decided to examine and compile the journal literature within the following framework:

1. The emphasis of the compilation would focus on four American ethnic minorities - Black, Asian, Mexican, and Native Americans.

2. International cross cultural studies would be included if it appeared to have some bearing on the above groups.

3. All the journal literature was examined from the perspective of applicability to counselors and other workers in psychology.

4. Much of the literature was found in the areas of psychology, ethnology, sociology, social work, education, and anthropology.

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5. After an initial examination of the abstracts and indices of various disciplines, it was determined that 1964 constituted a growth-turning point for much of the present day literature. This was arbitrary but served to assist our efforts by locating a suitable time period.

6. Upon examining the compiled literature, it was noted that much of the information consisted of unsubstantiated opinion or observations. In cases where this information appeared to have little applicability to education and specifically counseling, the information was set aside.

Many articles contained in this bibliography are more descriptive than empirical. It was our opinion that many areas in the field of counseling minority clients do not lend themselves to easy resolution or even definition. As it is, the bibliography may be useful to those persons interested in pursuing definitive studies in particular areas that have hitherto been difficult to investigate or resolve. In this light, the bibliography might serve as a guidepost for further future studies as well as presenting a readily available purview of journal literature for a recent ten year period.

AUTHOR(S): Abe, Clifford

ARTICLE TITLE: "The Prediction of Academic Achievement of Mexican American Students"

SOURCE: Dissertation Abstracts
VOL. 31(9-A) DATE 1971 (March)
PAGE 4535

PURPOSE: To show that AIPHA Biographical Inventory is a cultural fair predictor of academic achievement among Mexican American students.

SAMPLE: 61 Mexican American freshmen students from the University of Arizona.

METHOD: Two personality tests were given: Group Personality Projective Test and Rotter's I-E Scale. College GPA used as a criterion and ACT school scores as well as high school GPA were ranked.

CONCLUSIONS: 1) The AIPHA is a good predictor of academic achievement. 2) The Personality test used did not contribute to the prediction of academic achievement. 3) AIPHA, GPA, ACT and high school rank were the best combination of variables for prediction of academic achievement.

AUTHOR(S): Alvarez, Rodolfo

ARTICLE TITLE: "The Psycho-historical and Socio-economic Development of the Chicano Community in the United States"

SOURCE: Social Science Quarterly

VOL. 53(4) DATE 1973 (March)

PAGES 920-942 NO. OF PAGES 23

PURPOSE: "Each generation reflects a different state of collective consciousness concerning its relationship to the larger society; psycho-historical differences related to, if not induced by, the economic system"

CONCLUSIONS: Mexican American population started from the owners of the land. They had a great positive self-image as productive people. But with the great move westward by the Anglo, the Mexicans began to experience defeat in battles and finally lost the rights to their land. They became the inferior people.

As the population began to increase, the migrant generation mobility for these people increased with the cheap Mexican laborer. There was no socioeconomic mobility for these people and they were unable to acculturate into the Anglo structure.

With the onset of World War II, the Mexican American generation powerless and dependent began to make an attempt at being Anglo.

The Chicano generation with the now urban Mexican Americans are becoming aware of their status in inequalities imposed upon them.

AUTHOR(S): Anderson, James G., and Dwight Safar

ARTICLE TITLE: "Influence of Differential Community Perceptions on the Provision of Equal Opportunities"

SOURCE: Sociology of Education

VOL. 40 DATE 1967

PAGES 219-230 NO. OF PAGES 11

PURPOSE: The importance of perceptions and attitudes in the provision of equal educational opportunity for Spanish Americans and Indian children.

SAMPLE: Two multicultural Southwestern communities.

METHOD: Extensive interviews with community members and school personnel.

CONCLUSIONS: Spanish American and Indian children feel they are less capable of achieving desirable goals than are their Anglo contemporaries. These feelings are brought down by the members of the community and are internalized by the minority groups creating a negative climate for the children. These feelings are pervieved by the community as a lack of ability rather than inadequate school programs.

AUTHOR(S): Aragon, John, and Sabine R. Ulibarri

ARTICLE TITLE: "Learn Amigo Learn"

SOURCE: Personnel and Guidance Journal

VOL. 50(2) DATE 1971 (October)

PAGES 87-89 NO. OF PAGES 2

PURPOSE: To relate thoughts about ethnic conflict in general, confronting guidance personnel with their dealings with culturally different clients.

METHOD: Paper presentation.

CONCLUSIONS: Too often counselors have defined the culturally different child as the product of the culture of poverty alone. But socioeconomic deprivation is a culture of its own having little to do with ethnicity. Guidance efforts directed to poverty issues have limited ethnic dimensions. To counsel the culturally different child, we must understand the culture and reinforce the cultural differences and promote respect among the people.

AUTHOR(S): Arnold, Richard D.

ARTICLE TITLE: "Reliability of test for the Young 'Bilingual' Disadvantaged"

SOURCE: The Reading Teacher

VOL. 22(4) DATE 1969 (January)

PAGES 341-345 NO. OF PAGES 5

PURPOSE: To determine the effects, in terms of reliability on disadvantaged "bilingual" children, of using tests which were normed on a different population.

SAMPLE: 200 Mexican American children from the third grade in several San Antonio schools.

METHOD: Instruments used were parts of the second grade Metropolitan Achievement Tests, parts of the second grade Inter-American Reading Tests, and the IPAT Culture-Fair Intelligence Test.

CONCLUSIONS: This study indicated that the English Test of Reading and the Metropolitan Achievement Test were reliable in this population of disadvantaged bilingual children. These students had two years of intensive and extensive oral language instruction which may result in higher scores.

AUTHOR(S): Brawner

ARTICLE TITLE: "Migration and Educational Achievement of Mexican Americans"

SOURCE: Social Science Quarterly

VOL. 53(4) DATE 1973 (March)

PAGES 727-737 NO. OF PAGES 10

PURPOSE: The effect on the Mexican American children's educational achievement as a result of the migration to the cities.

SAMPLE: Children from Racine Wisconsin school system whose parents have migrated into the city at least ten years before this study. Controlled group are children from Cotulla, Texas, a migrant town.

METHOD: Two sample groups controlling for age and sex. Data obtained through interviews, over a ten year span, of the children and their parents. Longitudinal study.

CONCLUSIONS: The children of the urbanized Mexican American parent showed a much higher educational achievement level than the Texas Mexican American children. This educational achievement was contributed to the rich cultural resources available in the new environment of the Wisconsin school system.

AUTHOR(S): Bronson, Louise Fisher, Ph.D.

ARTICLE TITLE: "Changes in Personality Needs and Values Following Conversion to Protestantism in a Traditionally Roman Catholic Ethnic Group"

SOURCE: Dissertation Abstracts
VOL. 27(5-B) DATE 1966
PAGE 1615

PURPOSE: The Mexican American protestant would adopt the protestant ethic which would contribute to strengthening impulse control, decrease problem behavior and change values in a direction less sharply in conflict with those of a technological society.

SAMPLE: 121 adult male Mexican Americans of both the Protestant and Roman Catholic religion.

METHOD: Comparison of Mexican Americans, Catholic and Protestants, using McCleland's Need-Achievement cards, Cornell Medical Index, value scale by Rosen, Kluckholn Value Schedule, and Thematic Apperception Test (Only parts of all instruments were used). Also used were standardized interviews.

CONCLUSIONS: Subjects (S's) were similar in age, educational level, socio-economic status and acculturation. The Protestant group was less passive familistic and present oriented than the Catholic group. The Mexican-American American Protestants are developing characteristics similar to those of middle-class Anglo American society. Such as, less pathology in the areas of habit, anxiety, sensitivity, anger and tension. Catholics are more aggressive in projected stories, break more appointments, and have a trend toward a higher arrest rate than the Mexican American Protestant.

AUTHOR(S): Brown, Robert L.

ARTICLE TITLE: "Social Distance Perception as Function of Mexican American and other Ethnic Identity"

SOURCE: Sociology and Social Research

VOL. 57(3) DATE 1973 (April)

PAGES 273-287 NO. OF PAGES 15

PURPOSE: Three hypotheses were proposed: 1) The student's own ethnic group will determine placement of his own group in the ranking of several ethnic groups of the scale; 2) The placement of other diverse groups will have a relationship to the student's own group's status; 3) That there would be other differences developing around particular characteristics of southern Texas students. These three hypotheses would be to compare other whites and Mexican Americans.

SAMPLE: 430 sociology students at Texas A and I University. This is a rough representative sample of the entire University.

METHODS: Administered the Bogardus Social Distance Scales.

CONCLUSIONS: The data supports hypothesis 1. Mexican Americans did place themselves most favorable as did other whites. Hypothesis 2 was again supported. Mexican Americans rank Negroes and American Indians high. The third hypothesis again supported with Mexican Americans, being less accepting than other whites in rating rural residents and by annual income of families. Studies show Mexican Americans more rejecting of some groups and more accepting of those with similar developments than other whites.

AUTHOR(S): Cain, Mary Alexander

ARTICLE TITLE: "A Study of Relationships between Selected Factors and the School Achievement of Mexican American Migrant Children"

SOURCE: Dissertation Abstracts

VOL. 31(8-A) DATE 1971 (February)

PURPOSE: To investigate whether the Mexican American migrant children's age, sex, parent-child relations, or mode of response to problems of frustration and failure were related to their school achievement.

SAMPLE: 58 Mexican American migrant boys and girls, ranging in age from 7 through 13, who attended a summer school program in southwestern Michigan.

METHOD: Instruments were the Wide Range Achievement Test, Roe-Siegelman Parent-Child Relations Questionnaire and children's story completions.

CONCLUSIONS: Arithmetic achievement equalled or excelled reading achievement at each age level, achievement decreased beyond the 9-year old level. No difference was discerned between the achievement of boys and of girls. Parent-child relations were perceived as significantly loving and protecting. Children saw themselves as more rewarded than punished. Mothers were seen as more rewarding, more protecting, more demanding and more punishing than fathers. Relatively lower reading and arithmetic scores were significantly related to mothers' rejection, neglect, and casualness. Fathers' love was positively related to arithmetic achievement, with their casualness negatively correlated with reading and performance. The solution of the children's story completions bore no relationships to their achievement.

AUTHOR(S): Christiansen, Ted, and G. Livermore

ARTICLE TITLE: "A Comparison of Anglo-American and Spanish-American Children in the WISC"

SOURCE: Journal of Social Psychology

VOL. 81 DATE 1970

PAGES 9-14 NO. OF PAGES 6

PURPOSE: Compare the performance on the Wechsler Intelligence Scale for children (WISC) of lower and middle-class Anglo American with lower and middle-class Spanish American subjects.

SAMPLE: 92 Anglo American and Spanish American children, ages 13-14, enrolled in special education classes from three junior high schools.

METHOD: Father occupation as a criterium for lower and middle-class placement. Subjects were selected randomly from a large sample of lower and middle-class children (data from cumulative folders). The WISC was administered to all 92.

CONCLUSIONS: Middle-class children in both ethnic groups scored higher than lower-class children. Anglo American children scored higher than Spanish American children in verbal skills. Social class was a more important factor than ethnic origin in perceptual skills.

AUTHOR(S): Collymore, Raymond Quintin, Ed.D.

ARTICLE TITLE: "A Survey of the Educational Aspirations and Cultural Needs of the Negro and Mexican American Student in Two Community Colleges in the State of Colorado.

SOURCE: Dissertation Abstracts
VOL. 32(12-A0
PAGES 6776-A - 6777-A

PURPOSE: To determine the expressed educational aspirations and cultural needs of the Negro and Mexican American college student along with what expressed cultural needs seem to influence the educational aspirations of these students. Also to assess some normative guidelines to suggest a proposed conceptual curriculum relevant to the cultural needs and educational aspirations of the non-white student.

SAMPLE: 331 students from Trinidad State Junior College and Community College of Denver.

METHOD: Survey research design using both questionnaires and personal interviews of a doubly stratified random sample.

CONCLUSIONS: The Negro and Mexican American students have a definite idea of their cultural need and educational aspirations. These students feel that these needs and aspirations, which are influenced by family and community cultural values, are not being met by the two community colleges. The author suggests the hiring of more Negro and Mexican American faculty, administrators and counselors, and to develop a multiracial instructional program.

AUTHOR(S): Cross, William C., and Bonnie Maldonado

ARTICLE: "The Counselor, the Mexican American, and the Stereotype"

SOURCE: Elementary School Guidance and Counseling

VOL. 6(1) DATE 1971 (October)

PAGES 27-31 NO. OF PAGES 5

PURPOSE: To make the counselors aware of why they should be alerted to the basic value system of the Anglo as compared to the value system of the Mexican American.

CONCLUSIONS: It is important for counselors to build up the Mexican American child through their own value system rather than to try to change and acculturate the children. The counselor should be able to counsel through a cultural approach keeping in mind their own bias.

The authors give many examples of why the Mexican American children need a counselor who is able to communicate to their culture and create a positive reinforcement for their own values as well as to introduce the best of the majority group. This can create a more positive personal growth.

AUTHOR(S): Dworkin, Anthony Gary

ARTICLE TITLE: "Stereotypes and Self-Images Held by Native-Born and Foreign-Born Mexican Americans"

SOURCE: Sociology and Social Research

VOL. 49 DATE 1964 (January)

PAGES 214-224 NO. OF PAGES 10

PURPOSE: Foreign-born Mexican Americans employ more favorable or positive stereotypes in describing the Anglo-American and a more favorable self-image in describing himself than does the Mexican American born in the United States.

SAMPLE: 280 Mexican Americans from East Los Angeles and San Gabriel.

METHOD: Interview using free association from a word list and essays of the Anglo American and Mexican American population.

CONCLUSIONS: More foreign-born subjects hold favorable stereotypes and self-images than do native-born subjects.

AUTHOR(S): Erman, R.S.

ARTICLE TITLE: "Elementary Children's Preference for Ethnicity and Sex of Teacher"

SOURCE: Dissertation Abstracts
VOL. 33(5-A) DATE 1973 (June)
PAGE 6587

PURPOSE: To explore the different preferences of black, Chicano, and white elementary school children of both sexes for friendly and unfriendly black, Chicano and white teachers of both sexes and to examine the attitude at different grade levels.

SAMPLE: More than 900 children in grades two, four and six of a large urban school district in Los Angeles, California area.

METHOD: A Social distance test wherein they placed decals representing themselves on each of several pages containing a picture of a teacher representing particular ethnic, sex, and personality combination (friendly, unfriendly).

CONCLUSIONS: Children preferred a friendly teacher of any sex or ethnicity to an unfriendly one. Each ethnic group preferred teachers of their own ethnicity, but black and Chicanos apparently preferred white teachers as well as white students do. Children prefer teachers of their own sex, and girls are closer to teachers than boys.

AUTHOR(S): Evans, Francis B., and James G. Anderson

ARTICLE TITLE: "The Psychocultural Origin of Achievement and Achievement Motivation: The Mexican American Family"

SOURCE: Sociology of Education

VOL. 46 DATE 1973 (Fall)

PAGES 396-416 NO. OF PAGES 21

PURPOSE: To examine the effect of a variation in self-concept of ability, achievement motivation, values, and aspirations among Mexican American and Anglo American junior high school students on their achievement.

SAMPLE: 87 Mexican American and 39 Anglo American children at Las Cruces, New Mexico. Their socioeconomic base was compatible in both groups, three siblings per family.

METHOD: Family interview. School age children completed a questionnaire. Math and English grades from fall 1967 semester were recorded and their scores on the Iowa Test of Basic Skills administered in Spring, 1968.

CONCLUSIONS: Mexican American students were found to come from homes where education was stressed and the parents encouraged their children to do well in school. Student's depressed achievement was found to be related to values and experience with the culture of poverty. Especially, fatalistic, present-time orientation, and non-democratic child-rearing experiences.

AUTHOR(S): Fabrega, Horacio, Jr., and Carole Wallace

ARTICLE TITLE: "Value Identification and Psychiatric Disability: An Analysis Involving Americans of Mexican Descent"

SOURCE: Behavioral Science

VOL. 12 DATE 1968

PAGES 361-371 NO. OF PAGES 9

PURPOSE: To find if individuals who live in areas that are undergoing cultural change experience psychological distress as a result of having to cope with the deprivation and social disorganization that often accompany this change.

SAMPLE: The study was conducted in a border area of South Texas, involving Americans of Mexican descent.

METHOD: Patients: 76 Mexican Americans accepted for outpatient psychiatric care during a six month period.
Non-patients: Using a probability sampling plan, 48 persons were selected from a representative small town served by the clinic.

CONCLUSIONS: Patients: more families were in a state of unemployment (52.6% against 18.8% outpatients); lower income ($1,850 to $3,050), lower education (5.4 to 7.0). The mean traditional scores for both groups were compared and no significant differences resulted when the t-test was applied. When the three scales regions (nontraditional, mixed or intermediate, and very traditionalistic) were compared, it was found that non-patients were overrepresented in both extremes and underrepresented in the midregion (mixed or intermediate).

AUTHOR(S): Fabrega, Horacio; J.D. Swartz; and Wallace

ARTICLE TITLE: "Ethnic Differences in Psychopathology: Two Specific Differences with Emphasis on a Mexican American Group"

SOURCE: Journal of Psychiatric Research

DATE 1968 (December)

PAGES 221-235 NO. OF PAGES 15

PURPOSE: To analyze the difference in psychological and behavior symptoms that resulted when a group of Mexican American schizophrenics was carefully matched and compared with schizophrenic inpatients of each of two groups (Anglos and Blacks).

SAMPLE: 57 patients (19 Mexican American, 19 Anglo, 19 Black) at Texas State Mental Hospital. All patients were between the ages of 18-60, had been hospitalized less than two years, and were classified as schizophrenic.

METHOD: An expended version of the Brief Psychiatric Rating Scale consisting of 36 items that refer to prominent psychological symptoms, pathological defence, and inappropriate interpersonal behavior.

CONCLUSIONS: The Mexican American group did show a higher mean score on a larger proportion of the 36 itmes on the Psychiatric Rating Scale. The psychiatrist's ratings and the nurses judgement, seem to suggest that the Mexican American schizophrenics are clinically more disorganized and regressed.

AUTHOR(S): Farber, Harris, and G. Roy Mayer

ARTICLE TITLE: "Behavior Consultation in a Basic High School"

SOURCE: Personnel and Guidance Journal

VOL. 51 DATE 1972 (December)

PAGES 273-279 NO. OF PAGES 7

PURPOSE: To change the attitude of students from the "lackadaisical" attitude toward the completion of assignments.

SAMPLE: A tenth grade English class of 31 students at an inner city high school in Los Angeles Barrio.

METHOD: Counselor-teacher consulted 5 to 50 minutes in a session during teacher conference periods. Terminal goals, criterion levels, and baseline measures were set.

CONCLUSIONS: Secondary school counselor can function effectively as a behavioral consultant to an inner city teacher. Students completed assignment and reached (60%) and exceeded the present criterion level (74%). Classroom behavior was effectively changed. Grades and attendence were improved (not planned for). The teacher continued to use the contingencies he had started to use with the studied sample.

AUTHOR(S): Felice, Lawrence G.

ARTICLE TITLE: "Mexican American Self-Concept and Educational Achievement: The Effects of Ethnic Isolation and Socioeconomic Deprivation"

SOURCE: Social Science Quarterly

VOL. 53 DATE 1973 (March)

PAGES 717-726 NO. OF PAGES 10

PURPOSE: To evaluate the relative importance for family background, school socioeconomic climate and school racial-ethnic climate for Mexican American self-concept and educational achievement.

SAMPLE: 860 male and female ninth through twelfth students in Waco Public Schools in the 1970-71 school year.

METHOD: Interview by a multi-ethnic specially trained staff, achievement test scores, IQ, self-concept, achievement values, parental authority structure and routine demographic information.

CONCLUSIONS: The relationship between school racial-ethnic climate and self-concept suggests that the consistent assignment of Mexican American students to segregated, lower socioeconomic climate schools contributes substantially to the development and confirmation of negative self-concept and educational achievement.

AUTHOR(S): Findling, Joan

ARTICLE TITLE: "Bilingual Need Affiliation and Future Orientation in Extragroup and intragroup Domains"

SOURCE: Modern Language Journal

DATE 1969 (April)

PAGES 227-231 NO. OF PAGES 5

PURPOSE: To determine whether need affiliation and future orientation are differentially reflected in the languages of Spanish-English bilinguals and whether such differences are found to be explainable in terms of domain characteristics.

SAMPLE: Experiment 1: Need affiliation, 32 Spanish-English bilinguals of Puerto Rican descent who are largely confined to an urban Spanish speaking ghetto near New York.

Experiment 2: Future-oriented, 18 Puerto Rican Spanish-English bilinguals living in the modern and highly complex urban society of New York.

METHOD: Experiment 1: Need. Word Association WA scores obtained by Robert L. Cooper. "Two Contextual Measures of Degree of Bilingualism" were used. Cooper had administered the WA test in English and Spanish using 10 stimuli each of which referred to a behavioral domain.

Experiment 2: Future orientation. Each subject was presented with a page containing six pairs of incomplete sentences in Spanish and English and instructions to complete one sentence from each pair in writing. The six pairs of incomplete sentences referred to six different domains: Homework, friendship, neighborhood, religion, and education. One sentence was oriented in the future, the other in the past. Nine were selected to complete the sentence in Spanish and in English.

CONCLUSIONS: Experiment 1: Need. The largest average need affiliation ratio was obtained for the domains of work and education; the smallest for religion, neighborhood, and home.

Experiment 2: Future orientation. Greater ratio scores were observed in English than in Spanish. Higher future orientation scores were observed in the more extragroup domains (work, education). Higher need affiliation group had higher future orientation scores than did the lower need affiliation group.

AUTHOR(S): Flores, Alfredo Rodriguez

ARTICLE TITLE: "A Study of Mexican American and Anglo Teachers' Attitudes and Behavior Toward Mexican American Children"

SOURCE: Dissertation Abstracts
PAGES 5188-A

PURPOSE: To investigate whether Mexican American and Anglo teachers had different attitudes toward Mexican American children who were enrolled in a bilingual program and whether these teachers performed differently to assigned teacher behaviors.

SAMPLE: 46 teachers in South Texas community (12 Anglo and 34 Mexican American).

METHOD: Attitude inventory about Mexican American beliefs and lifestyle and also scored some short story summaries (essay form). Answered 10 questions related to anticipated reading difficulties after hearing a tape recorded reading.

CONCLUSIONS: No significant differences perhaps due to the fact that all of the teachers that participated in the study taught in a bilingual program.

AUTHOR(S): Freeman, Hal M.; Lorenzo Avila; and Virginia Baldemarra

ARTICLE TITLE: "'Chichi' in Paradise: Helping Agencies and the Spanish Speaking"

SOURCE: Public Welfare

VOL. 31 DATE 1972-73

PAGES 40-47 NO. OF PAGES 8

PURPOSE: To view the effectiveness of public agencies in dealing with the Spanish speaking client.

METHOD: Discussion.

CONCLUSIONS: There is a need to hire more Spanish speaking social workers at the county level. Those hired should be tested for fluency and ability to relate with the client. Smaller caseload for Spanish speaking caseworker. Need to break through channels of communication for caseworker that need to send clients for examination by specialist in the medical and psychological field, but who are beyond county lines.

AUTHOR(S): Frisbie, Parker

ARTICLE TITLE: "Militancy Among Mexican American High School Students"

SOURCE: Social Science Quarterly

VOL. 54(4) DATE 1973 (March)

PAGES 865-883 NO. OF PAGES 22

PURPOSE: To identify some of the variables which serve to differentiate militant Mexican American youth with their counterparts (now militant Mexican Americans).

SAMPLE: 2304 Mexican American students in attendance at two high schools in a southwestern city during the spring of 1970. It represents over 89 percent of the school population. The socioeconomic status of the school was low.

METHOD: The variables measured were: militancy, perception of Anglo discrimination, expectancy of success of militant activity, sex, Spanish-use.

CONCLUSIONS: Perception of Anglo discrimination Spanish-use, and expectency of success of militant actions are positively related to the willingness to participate in militant actions, and males are more likely to have developed a militant oriented attitude than females.

AUTHOR(S): Garcia, Angela B., and Barry J. Zimmerman

ARTICLE TITLE: "The Effect of Examiner Ethnicity and Language on Performance of Bilingual Mexican American First Graders"

SOURCE: Journal of Social Psychology

VOL. 87(1) DATE 1972 (June)

PAGES 3-11 NO. OF PAGES 9

PURPOSE: To find the motivating effects of an adult ethnicity and language on the task performance of poor Mexican American youngsters.

SAMPLE: 40 bilingual Mexican American first graders of an elementary school in Tucson, Arizona. 20 were tested per examiner.

METHOD: Test was conducted by two female graduate students, one of Northern European extraction, one of Mexican-Indian-Spanish ancestry. A bar-pressing apparatus fashioned to resemble a clown was used. Instructions and praise were given in Spanish and English alternating the instructions and praise in both languages.

CONCLUSIONS: Subject demonstrated higher levels of response after he had been praised in English. It was found that the Spanish praise first presented was not significantly different from the Spanish praise second. Bilingual Mexican American children responded more to praise by Mexican American adult than they did to praise by an Anglo adult.

AUTHOR(S): Garcia, Chris F.

ARTICLE TITLE: "Orientations of Mexican American and Anglo Children Toward the United States Political Community"

SOURCE: Social Science Quarterly

VOL. 53(4) DATE 1973 (March)

PAGES 814-829 NO. OF PAGES 16

PURPOSE: To find if the Mexican American children have a positive or negative attitude toward the United States Political System at an early age.

SAMPLE: 1227 school children from seven schools in East Los Angeles and the Northern Central Valley of California. Selected at random. 544 were Anglo and 683 were Mexican American.

METHOD: Ethnicity was determined by visual identification and teacher observation. Degree of Spanish use in the home. Homeland of ancestors. Other variables were: socio-economic status, sex, area for residence (northern rural = 496 and southern urban = 731), length of residence in the United States, perception of ethnic discrimination, foreign or native born, age, and grade level.

CONCLUSIONS: A great amount of pride and attachment to the United States characterized the perception of younger children to the extent that they can be considered more ethnocentric than Anglos. As the perception of the United States sharpens with age, disillusionment seems to occur. Rural Chicanos feel less attachment to the United States as they grow older. Social class, while not having a major effect on the perception of these Mexican American children, is associated with lesser cognition of community symbols. Lower class Mexican Americans do generally display more affection when he is younger and least as he nears adulthood.

AUTHOR(S): Garcia, Ernest

ARTICLE TITLE: "A Comparative Study of Community College Mexican American and Anglo Graduates and Dropouts"

SOURCE: Dissertation Abstracts
VOL. 35(5-A) DATE 1974 (November)
PAGE 2680-A

PURPOSE: To determine specific variables that cause attrition and persistence through the administration of a modified version of the NORCAL Questionnaire and a follow-up questionnaire on students at Pasadena City College who have graduated or dropped out and to discover possible reasons for this difference at the community college setting.

SAMPLE: 2 groups: 1,000 randomly selected from dropout and graduate lists 1971-72 and 1972-73 at Pasadena City College.

METHOD: Two mailed questionnaires.

CONCLUSIONS: Mexican Americans expressed more concern over financial aid and cooperative education than did Anglos as a group. Mexican American students lacked a sophistication of school procedure (not concerned with programming periods, cut-off dates, availability of classes, pre-requisites, teacher expertise and grade requirements.)

AUTHOR(S): Garcia, Raymond T., and Darwin B. Nelson

ARTICLE TITLE: "A Comparison of Mexican and Anglo-American Perception of the Inner City Environment"

SOURCE: Journal of College Student Personnel

VOL. 14 DATE 1973 (September)

PAGES 399-401 NO. OF PAGES 3

PURPOSE: To determine if Anglo and Mexican American college students differ in their perceptions of the university environment.

SAMPLE: 244 students enrolled in two sections of sophomore level government courses at Texas A and I University. 147 Anglo and 83 Mexican Americans, 6 Negroes and 8 others.

METHOD: 50 Mexican American students were matched with 50 Anglo students on basis of age, sex, marital status, classification in terms of previous academic achievement, place of residence and academic division within the university.

CONCLUSIONS: Mexican American and Anglo college students in this study held significant different perceptions of the university environment. Mexican American students differ in their basic perceptions of higher education. These differences need to be identified and considered to enable this group of students to better relate to, feel more comfortable in, and to identify with the university environment.

AUTHOR(S): Green, R.L., and J.R. Clark

ARTICLE TITLE: "Birth Order and College Attendance in Cross-Cultural Setting"

SOURCE: Journal of Social Psychology

VOL. 75(2) DATE 1968

PAGES 289-290 NO. OF PAGES 2

PURPOSE: To varify if firstborns are overrepresented in the college population.

SAMPLE: 471 freshmen students at New Mexico Highland University.

METHOD: Only data on Anglo-American (N = 168) and Spanish American (N = 180) subjects who were extensively represented in the sample, who were born in the years 1946-1949, and who had only "natural" siblings were used.

CONCLUSIONS: The results support the findings of an over-representation of firstborns in the college population reported by other investigators.

AUTHOR(S): Guerra, Manuel H.

ARTICLE TITLE: "Educating Chicano Children and Youth"

SOURCE: Phi Delta Kappa

VOL. 53 DATE 1972 (January)

PAGES 313-314 NO. OF PAGES 2

PURPOSE: Discussion of Chicano children.

CONCLUSIONS: Counseling the Chicano children lacks the professional standards which Anglo Saxons repeatedly accuse Chicanos of lacking. Few counselors learn conversational Spanish and few study Chicano culture. Certification and accreditation requirements must be revised. I recommend that schools of education in all states which train individuals to work with Mexican Americans immediately establish proper courses in conjunction with Chicano Studies Department to certify and prepare counselors for Chicanos in the public schools.

AUTHOR(S): Guerrera, Manuel H.

ARTICLE TITLE: "Why Juanito Doesn't Read"

SOURCE: California Teachers Association Journal

DATE 1965 (October)

PAGES 17-19 NO. OF PAGES 3

PURPOSE: If Juanito does not read, who should we blame, the child, the teacher or his environment?

CONCLUSIONS: 1) Teaching preparation institutions need to better prepare teachers to deal with minority children. 2) Mexican American parents have social adjustment problems even more acute than their offspring; hence, they shun parent-teacher conferences and school activities. 3) Better communication between Mexican American parents and school officials is needed. 4) Juanito needs friends. He needs a sense of dignity and self-respect. He needs to feel that his bilingualism is an asset and not a liability.

AUTHOR(S): Gutierrez, Armando, and Herbert Hirsh

ARTICLE TITLE: "The Militant Challenge to the American Ethos: 'Chicanos' and 'Mexican Americans.'"

SOURCE: Social Science Quarterly

VOL. 53(4) DATE 1973 (March)

PAGES 830-845 NO. OF PAGES 16

PURPOSE: To find if the Chicano movement has been able to politically socialize its youth with a strong sense of "Chicano" identity.

SAMPLE: 726 students, grades 7-12. 54% male, 46% female. In approximately 86% of the homes the father was present. 51% had been in the migrant stream. The study was conducted at Crystal City, Texas.

METHOD: Revision of a standard questionnaire was made to accommodate the cultural and linguistic problem. The final version of the survey offered a combination of both standards (political cynicism and faith in people scales).

CONCLUSIONS: Parents' education was: Father: Grade level, 37.8%, no education 22.3%; Mothers: Grade level, 36.1%, no education 23.5%. Parents with degrees: 6.7%.

Income: $2,999 - 16.0%; under $1,000 - 40%; greater than $10,000 - 2.2%.

Chicano students (48.9%) of Crystal City do not differ from those who identify as Mexican American (47%) regarding their own success in the society.

Results on political consciousness: They are much less likely to unquestionably accept the usual chance cliche's regarding equality before the law and justice in America. Their level of political cynicism is higher and so are their civil liberty scores. Chicanos express a greater readiness for collective political actions and they are less likely to reject violence to achieve political ends. They have developed a sense of identity and a sense that they can control their environment.

AUTHOR(S): Healey, Gary William

ARTICLE TITLE: "Self-Concept: A Comparison of Negro, Anglo, Spanish-American Students Across Ethnic, Sex, and Socio-economic Variables"

SOURCE: Dissertation Abstracts
VOL. 30(1-A) DATE 1970
PAGES 2849-2850

PURPOSE: To determine: 1) If differences exist in the self-concept among Negro, Anglo, and Spanish American students; and 2) The extent to which these differences are influenced by ethnic group membership, socioeconomic position, sex, or the interaction among these variables.

SAMPLE: 607 ninth grade students from two junior high schools of New Mexico, during the academic year of 1968-69.

METHOD: Four sources of data were available: 1) scores on the Tennessee Self-Concept Scale, 2) scores on the Hollingshead Two-Factor Index of Social Position, 3) Classification as to ethnic group membership, and 4) sex.

CONCLUSIONS: 1) On an overall measure of self-concept, no significant differences existed among the three ethnic categories; 2) The amount of satisfaction with the way he perceived himself was greatest for the Spanish-speaking subjects with Negros and Anglos subjects following respectively; 3) Ethnic differences were found with regard to subjects' descriptions of themselves from a moral-ethical frame of reference; 4) The Negro and Spanish Americans were more defensive; 5) No difference in self-concept in regards to social class; 6) Male/female difference only in regards to their physical self-concept.

AUTHOR(S): Hepner, Ethel M.

ARTICLE TITLE: "Self-Concepts, Values and Needs of Mexican American Underachievers"

SOURCE: Dissertation Abstracts
VOL. 31(11-A) DATE 1970
PAGE 2736

PURPOSE: An attempt was made to examine if success and failures of divergent ethnic groups can be related to discrepancies in values, self-concept, and role identifications between them and the school in which they are expected to function.

SAMPLE: Three groups of boys of similar ages, intelligence and SES differing only in achievement in reading and/or ethnicity were compared on a self-concept and on Reading Gains made during a school year.

METHOD: The study was aimed to examine the value clusters of Mexican American underachiever and note how these are similar or different from the Mexican American or Anglo achievers.

CONCLUSIONS: Lack of achievement of the Mexican American boy is attributed to various sources of conflict between him and the American school. The Mexican American boy has resisted the American school and culture by a healthy, masculine, and certain identity, and not allowing himself to become "oversocialized." The value system of the American school tends to restrict the potential of the Mexican American boy who does not achieve because of his deviation strain from his school culture.

AUTHOR(S): Hernandez, Norma G. .

ARTICLE TITLE: "Variables Affecting Achievement of Middle School Mexican-American Students"

SOURCE: Review of Educational Research

VOL. 43 DATE 1973 (Winter)

PAGES 1-39 NO. OF PAGES 39

PURPOSE: To identify variables that appear to be relevant to learning and to consider the descriptions available in the literature relative to Mexican-American students in terms of these variables.

METHOD: Review of the literature.

CONCLUSIONS: The evidence suggests that educational systems have not been responsive to the needs of individuals in general, and of minority groups in particular who deviate significantly from the characteristics of the "model student" for whom the curriculum is designed. Recommendations are presented in the area of teacher education, in regards to the Mexican-Americans and education.

AUTHOR(S): Hill, Floyd Williams

ARTICLE TITLE: "A Study of the Influence of Socialization Anxiety on the Achievement of First-grade Mexican American Children."

SOURCE: Dissertation Abstracts
VOL. 30(12-A) DATE 1970
PAGES 5285

PURPOSE: To investigate the place of socialization anxiety as an acquired drive in a hierarchy of requisites for academic success in beginning first-grade Mexican American children.

SAMPLE: 160 first-grade children were grouped according to their English language ability and academic success.

METHOD: Groups were compared along the eight dimensions of language ability: visual perception, auditory perception, visual motor functioning, behavior, school attendance, achievement, and socialization anxiety.

CONCLUSIONS: 1) Socialization anxiety was measured by the "Picture Game" in the first-year regular class Mexican American group. 2) Auditory perception was the variable most important in academic success. 3) Socialization anxiety ranked low in a hierarchy of requisites. 4) Academic achievement in first-grade Mexican American children is affected more by cultural deprivation and bilingualism than by socialization anxiety associated with class or cultural typed child rearing practices.

AUTHOR(S): Hishiki, Patricia

ARTICLE TITLE: "The Self-Concepts of Sixth Grade Girls of Mexican-American Descent"

SOURCE: California Journal of Educational Research

VOL. 20 DATE 1969 (March)

PAGES 56-62 NO. OF PAGES 7

PURPOSE: To investigate the self-concepts of sixth grade girls of Mexican-American descent.

SAMPLE: Two groups of sixth grade girls, one consisting of Mexican-American girls in California schools, and the other, a group of Anglo girls in Georgia.

METHOD: A self-concept scale and a child-description scale were adapted from previous studies and administered to the sample.

CONCLUSIONS: There was a significant difference between the self-concepts of sixth grade girls of Mexican-American descent and Anglo girls in Georgia. The comparison between groups revealed that the mean concepts scores for both self and ideal self were higher for the Georgia group than the Mexican-American group.

AUTHOR(S): Hodges, Jimmy

ARTICLE TITLE: "Goal Setting Behavior and Self-Concepts of Elementary Mexican-American Children"

SOURCE: Dissertation Abstracts
VOL. 31(10-A) DATE 1971 (April)
PAGE 5127

PURPOSE: To determine if the sex of a child in this ethnic group (Mexican-American) was significant in perceptions of self and in levels of aspiration.

SAMPLE: 300 Mexican-American elementary school children, 50 boys and 50 girls from each of the second, fourth, and sixth grades.

METHOD: Data was obtained from an instrument constructed by the researcher. Levels of aspiration were measured in relation to non-verbal tasks, and self-concepts and self-ideals concepts were measured by rating of descriptive phrases.

CONCLUSIONS: No significant differences were found between elementary Mexican-American boys and girls: 1) in level of aspiration prior to entering a new task; 2) in discrepancy between ideal goal and expected goal before entering a new task; 3) in discrepancy between ideal goal and expected goal after a failure; 4) in discrepancy between expected goals following failure; and 5) in discrepancy between the expected goal after success and the attempted goal.

The findings also indicated that both level of aspiration and self-concepts were more influenced by grade level than by the sex of the pupils; that level of aspiration rose after a success experience and declined after a failure experience; and that the desire for approval was an important influence on the Mexican-American pupil's developing self-concept.

AUTHOR(S): Johnson, Dale, and Melvin Sikes

ARTICLE TITLE: "Rorschach and TAT Responses of Negro, Mexican American, and Anglo Psychiatric Patients"

SOURCE: Journal of Projective Techniques Personality Assessment.

VOL. 29 DATE 1965 (March)

PAGES 183-188 NO. OF PAGES 5

PURPOSE: To explore personality differences between numbers of subcultures (Anglo, Negro, Mexican American, Anglo).

SAMPLE : 75 Non-Psychotic Psychiatric patients, 25 from each of the subcultures. All subjects were patients at the Houston Veterans Administration Hospital and were between the ages of 25 and 55.

METHOD: Subjects were administered the Rorschach and Thematic Apperception Test.

CONCLUSIONS: 1) The Mexican American group was high on potential hostility and low on victim hostility. 2) The Mexican Americans seemed to feel more secure, as opposed to the Negro, but yet, defensively on guard. The Mexican American group tended to be more concrete and constricted and to handle conflict by formalizing and compulsively dealing with details of the particulars of life while the other groups dealt more with the generalities. The most clear-cut differences to emerge in the study were those on the "family unity" dimension, as the Mexican American group had a more consistent view of the family.

AUTHOR(S): Jones, Albert Lee

ARTICLE TITLE: "A Survey of Counseling Psychotherapy of Minority Students in Three Inner City High Schools in Seattle, Washington"

SOURCE: Dissertation Abstracts

VOL. 35(8-A) DATE 1975 (February)

PAGE 5122-A

PURPOSE: To investigate if and to what degree personal problem counseling is performed by high school counselors, social workers, paraprofessionals (Human Relations Assoc.) and psychologists, and to determine how that counseling was perceived by minority students.

SAMPLE: 620 inner city minority high school students and 31 student personnel workers.

METHOD: For student personnel workers, oral interview questionnaire was used to obtain biographic and demographic data. For students, student personnel worker image questionnaire and the mean score GPA before an observed 10-week period compared with mean GPA after said period.

CONCLUSIONS: Students perceive counselors as helpers and skilled, but see Human Relations Associates as the person they would go to to discuss personal problems.

Human Relations Associates tended to be minorities who were somewhat younger than counselors, social workers, and psychologists. They tended to be more available to students. Thus, identity and availability appear to be significant variables in determining whether students trust student personnel workers.

AUTHOR(S): Justin, Neal

ARTICLE TITLE: "The Relationships of Certain Socio-Cultural Factors to the Academic Achievement of Male Mexican American High School Seniors"

SOURCE: Dissertation Abstracts

VOL. 30(5-A) DATE 1963

PAGE 1915

PURPOSE: To determine the relationship of academic achievement to the socio-cultural variables of: delayed gratification, feelings of personal control, access to the rewards of the dominant culture, and exposure to the dominant culture.

SAMPLE: 168 male Mexican American seniors were randomly selected from four Tucson Urban High Schools.

METHOD: The "High School Questionnaire 1268" was used as the measurement instrument.

CONCLUSIONS: The Mexican American students were significantly less future-oriented and more fatalistic than their Anglo peers. The findings indicate that the culture change among these Mexican Americans has not resulted in any significant adoption of the Anglo cultural characteristics of future time orientation or strong feelings of personal control.

AUTHOR(S): Karadenes, Mark

ARTICLE TITLE: "A Comparison of Differences in Achievement and Learning Abilities between Anglo and Mexican American Children When the Two Groups are Equated by Intelligence"

SOURCE: Dissertation Abstracts

VOL. 32(8-A) DATE 1972 (February)

PAGES 4422-4423

PURPOSE: To determine whether or not differences exist in achievement and learning abilities, as they relate to intelligence, between Anglo and Mexican American male kindergarten children.

SAMPLE: 45 Anglo and 45 Mexican Americans were selected from a base sample of 126 Anglos and Mexican Americans who attended the public elementary schools in Santa Monica, California.

METHOD: The Stanford-Binet Intelligence Test and the Wide Range Achievement Test (WRAT) were administered to the sample. The Meeker Profile was utilized to measure learning abilities. The sample was stratified into three IQ levels.

CONCLUSIONS: From the evidence obtained in the study, it appeared that achievement was affected by ethnicity and intelligence, and that learning abilities, in general, were not influenced by either ethnicity or intelligence.

AUTHOR(S): Karno, Marvin, and Robert Edgerton

ARTICLE TITLE: "Perception of Mental Illness in a Mexican American Community"

SOURCE: Archives of General Psychiatry

VOL. 20 DATE 1969 (February)

PAGES 233-238 NO. OF PAGES 6

PURPOSE: To account for the paradoxical discrepancy between the reported low incidence and what is suspected as a higher true incidence of mental illness in the Mexican American population.

SAMPLE: Consisted of 444 Mexican Americans.

METHOD: Home interview survey and ethnographic study.

CONCLUSIONS: Results conclude that there are remarkable few statistically significant differences between the interview responses of Mexican Americans and Anglos involving perceptions and definitions of mental illness.

AUTHOR(S): Katz, J.M.

ARTICLE TITLE: "The Educational Shibboleth: Equality of Opportunity in a Democratic Institution, the Public Junior Colleges"

SOURCE: Dissertation Abstracts

VOL. 28(10-A) DATE 1968

PAGE 4287

PURPOSE: To explore the meaning of quality of opportunity in a stratified society.

SAMPLE: Full-time male students who entered a California public junior college and male high school graduates from the same area who did not enter the college as full-time students in the same year.

METHOD: School records and questionnaires administered by interviewer were the primary sources of data. Occupational data was classified with Donald Bogues Socio-economic Index.

CONCLUSIONS: The findings of the study indicate that the junior college does not effectively equalize opportunity for lower socio-economic groups, Mexican Americans, and Negroes. These results lead to the interpretation that the junior college does not serve as a channel of mobility for disadvantaged groups. The junior college helps maintain the stability of the class structure by safeguarding low ability children of the middle class from downward mobility.

AUTHOR(S): Kimball, William Lloyd

ARTICLE TITLE: "Parent and Family Influences on Academic Achievement Among Mexican American Students"

SOURCE: Dissertation Abstracts

VOL. 29(6-A) DATE 1968

PAGE 1965-A

PURPOSE: To contribute to the understanding of the school achievement of Mexican American students.

SAMPLE: Data was gathered from school records and questionnaires of 1,457 ninth grade students, including 899 Mexican Americans and 558 Anglos.

METHOD: Measures of Academic achievement uses were school grades and performances on standardized tests (IQ).

CONCLUSIONS: Throughout there was considerable support for the prediction of direct parent influences on achievement, primarily through the variable of parent educational aspirations for their child. An unexpected finding was the relative high achievement of the Mexican American students born in Mexico, compared with the other Mexican American students.

AUTHOR(S): Klitgaard, Guy

ARTICLE TITLE: "A Gap is Bridged, Successful Group Counseling of College Potential Mexican Americans."

SOURCE: Journal of Secondary Education

VOL. 44 DATE 1969 (February)

PAGES 55-57 NO. OF PAGES 2

PURPOSE: A program was initiated in a high school in San Jose, California, consisting of group counseling sessions with Mexican American students. The original goals were to curb the high dropout rate of Mexican American students.

SAMPLE: The group consisted of 35 Mexican American students.

CONCLUSIONS: The program was highly successful, and 30 of the 35 members of the group entered college and several were recipients of scholarships. The success of the group had a positive effect on others in the school.

AUTHOR(S): Krear, Serafina E.

ARTICLE TITLE: "The Role of the Mother Tongue at Home and at School in the Development of Bilingualism"

SOURCE: Chicanos

DATE 1971

PAGES 229-231 NO. OF PAGES 3

PURPOSE: To point out the importance of allowing Chicanos to speak Spanish in school.

METHOD: Krear refers to Jensen J. Vernon's "Effects of Childhood Bilingualism."

CONCLUSIONS: When society forces a child to use a second language and forget his mother tongue, it is tearing his emotional roots and disrupting his innermost stability.

AUTHOR(S): Lei, Tzuen-Jen; E.W. Butler; and G. Sabagh

ARTICLE TITLE: "Family Socio-Cultural Background and the Behavioral Retardation of Children"

SOURCE: Journal of Health and Social Behavior

VOL. 13(3) DATE 1972 (September)

PAGES 318-326 NO. OF PAGES 8

PURPOSE: To determine what effect family socio-cultural background, especially ethnicity, has on the behavioral retardation of children.

SAMPLE: The sample consists of 1,065 Anglo and 110 Mexican American families. From these families, 360 Anglo and 76 Mexican American children are identified as behaviorally retarded.

METHOD: Items used to measure behavioral retardation are derived from the Vineland Social Maturity Scale and the Gesell Developmental Scales. These scales were revised and adapted for use in a questionnaire format.

CONCLUSIONS: Tested data tend to support the existence of a relationship between family socio-cultural factors and the behavioral retardation of children. The degree of involvement in an ethnic subculture appears to be a crucial variable in relation to children's behavioral retardation. It not only has a direct effect on the behavioral retardation of children, but also provides an explanation for the effects of family status, community of origin, and residential mobility.

AUTHOR(S): Light, Jere C.

ARTICLE TITLE: "A Cultural Analysis of Anglo and Mexican American Cultural Patterns in Two Texas Border City Junior Colleges"

SOURCE: Dissertation Abstracts

VOL. 35(8-A) DATE 1975 (February)

PAGE 4986-A

PURPOSE: To discover level of acculturation for Mexican American college (junior) students as well as that of Anglo students, and to compare these two levels. Also to make this information available for the planning of pre-service and inservice education for junior college educators that have a large number of Mexican American students.

SAMPLE: All freshmen at Laredo Junior College, Laredo, Texas, and Texas Southwest College, Brownsville, Texas.

METHOD: Information questionnaire and acculturation scale.

CONCLUSIONS: Mexican American culture is undergoing change and stereotype literature is no longer valid as a basis of instruction. By using the Mexican American student's present culture, educators could reach him on a more effective level and make his transition into the mainstream of Anglo life less painful and make him less resentful of the educational process and society, thus enhancing his chances of success, both in education and in making a living.

AUTHOR(S): Leo, Paul Frank

ARTICLE TITLE: "The Effects of Two Types of Group Counseling Upon the Academic Achievement and Self-Concept of Mexican American Pupils in the Elementary School."

SOURCE: Dissertation Abstracts

VOL. 33(4-A) DATE 1972 (October)

PAGE 1442

PURPOSE: To investigate the effects of two different group counseling techniques on the academic achievement and self-concept of elementary school Mexican American pupils.

SAMPLE: 144 pupils from the fourth, fifth, and sixth grades of two elementary schools in Stockton and Redwood City.

METHOD: Data collected consisted of pretest and posttest scores in academic achievement and self-concept (Semantic Differential Technique and Feelings Toward Nationality Subtest).

CONCLUSIONS: The findings indicated that none of the variances for the treatments variable proved to be significant. Significant interactions were found in several control variables. These were 1) females were significantly better in language than males; 2) foreign-born students achieve significantly greater improvement in the (CTBS) arithmetic subtests in comparison to native-born subjects.

AUTHOR(S): Leon, Ruben

ARTICLE TITLE: "An Experiment with Early Group Counseling Practicum in a Chicano Counselor Training Program"

SOURCE: Dissertation Abstracts

VOL. 33(1-B) DATE 1973 (July)

PAGES 444

PURPOSE: To evaluate an experimental counselor training sequence, calling for an earlier and more extensive field-practicum experience, as compared to a traditional training experience sequence.

SAMPLE: 303 sixth and ninth grade students from five elementary and four junior high schools in East Los Angeles.

METHOD: Sample was administered Webb-Harris Word Meaning Test and the Butler Q-Sort.

CONCLUSIONS: No significant differences in self-evaluation were found within or between any groups. Results were reported as confounded and inconclusive since observed effect did not conform with predicted patterns.

AUTHOR(S): Lopez, Richard Emilio

ARTICLE TITLE: "An Investigation of the Inter-Relationships between Skin Color Preference and Acculturation/Assimilation among Chicano College Students"

SOURCE: Dissertation Abstracts

VOL. 33(11-A) DATE 1973 (May)

PAGES 6448-6449

PURPOSE: To determine the inter-relationships between skin color preference, and acculturation/assimilation between Chicano College students.

SAMPLE: Male and female Chicano college students were used in experiment No. 1 (pilot study) and experiment No. 2.

METHOD: Not described.

CONCLUSIONS: The Chicano college community has been effective in reducing the strength of a traditional relationship between skin color and acculturation/assimilation (i.e., the lighter the skin color, the greater the acculturation/assimilation into Anglo culture).

AUTHOR(S): Levine, Harry

ARTICLE TITLE: "Bilingualism: Its Effect on Emotional and Social Development"

SOURCE: Journal of Secondary Education

VOL. 44 DATE 1969 (February)

PAGES 69-73 NO. OF PAGES 4

PURPOSE: Levine explores the subject of bilingualism and its effect on the emotional and social development of various ethnic groups. Of particular interest is his examination of the Spanish-speaking.

METHOD: Review of literature.

CONCLUSIONS: Levine states that relatively little has been written on various phases of the effects of bilingualism, and its effects on the social and emotional adjustment of those who are bilingual. Many of the writers feel that it is one almost impossible to research from other factors which might affect the personality of the bilingual individual.

AUTHOR(S): Linton, Thomas

ARTICLE TITLE: "Socio-cultural Characteristics, Alienation from School, and Achievement among Mexican Americans and Anglo Sixth Grade Students"

SOURCE: Dissertation Abstracts
VOL. 31(8-A) DATE 1971 (February)
PAGES 3826

PURPOSE: To detect selected socio-cultural differences between Mexican American and Anglo sixth grade students, to determine the relationship of these characteristics to students' alienation from school, and to relate school achievement to socio-cultural characteristics and alienation from school.

SAMPLE: 333 Anglo and Mexican American students (173 Anglo students and 160 Mexican American students) from 16 elementary schools in Las Cruces, New Mexico.

METHOD: The Piers-Harris Self-Concept Scale was used to measure student self-concept. Questionnaires were obtained on socio-cultural characteristics and dimensions of alienation from school. Student achievement was measured by teacher-assigned grades.

CONCLUSIONS: 1) Ethnicity accounts for less of the variation in socio-cultural characteristics than does socio-economic level. 2) Both ethnicity and socio-economic level contribute to alienation from school. 3) Student ethnicity is a factor in the relationship between socio-cultural characteristics and alienation variables. 4) The relationship of socio-cultural characteristics and alienation variables to school achievement is similar for Anglo and Mexican American students.

AUTHOR(S): Logan, Donald

ARTICLE TITLE: "Need affiliation of Mexican Americans and Anglo Americans of Southern Texas"

SOURCE: Dissertation Abstracts
VOL. 33(91-B) DATE July
PAGE 444

PURPOSE: To investigate the effect of cultural differences on need affiliation of Mexican Americans and Anglo Americans.

SAMPLE: 162 Mexican American students in a South Texas University.

METHOD: Thematic apperception imagery was scored for positive, negative, and mixed (ambivalent) need affiliation.

CONCLUSIONS: 1) A significant difference in positive need affiliation was found between Mexican Americans and Anglo Americans. 2) Mexican Americans showed a trend toward higher positive need affiliation. 3) Sex differences, ordinal position in family, distance from the Mexican border, length of time in the U.S., population of hometown and socio-economic level were shown not to be significant factors in need affiliation. 4) Hostile and withdrawal expressions of negative need affiliation were found not being significantly related to ethnic group membership.

AUTHOR(S): Maes, W.R., and R.J. Rinaldi

ARTICLE TITLE: "Counseling the Chicano Child"

SOURCE: Elementary School Guidance and Counseling Journal

VOL. 8 DATE 1974 (May)

PAGES 278-284 NO. OF PAGES 7

PURPOSE: To identify priorities for counselors to provide assistance to Chicano students, and to identify characteristics of counselors in order to be effective.

METHOD: "Home life" of a "typical" Chicano is described.

CONCLUSIONS: The first four priorities in assisting Chicanos are: 1) language and cognitive skill development; 2) expansion of career choice options; 3) personal respect and pride in the Chicano cultures; and 4) personal value exploration. Characteristics of a counselor should be: bilingualism, cultural awareness, counseling repertoire.

AUTHOR(S): Mason, Evelyn P.

ARTICLE TITLE: "Comparison of Personality Characteristics of Junior High Students from American Indian, Mexican, and Caucasian Ethnic Backgrounds"

SOURCE: Journal of Social Psychology
VOL. 73(2) DATE 1967
PAGES 145-155 NO. OF PAGES 10

PURPOSE: To compare personality characteristics of junior high students of American Indian, Mexican, and Caucasian ethnic backgrounds.

SAMPLE: 100 13 and 14 year old students, 26 American Indian (13 M, 13 F), 10 Mexican American (5 M, F F), 14 Caucasian (7 M, 7 F) from Washington State were tested.

METHOD: All subjects were given the California Psychological Inventory test consisting of 18 sub-tests.

CONCLUSIONS: Test results showed that females, though evidencing specific ethnic differences ordered with the Mexican lowest and Caucasian highest, responded in a consistent negative pattern across the 18 sub-tests. Ethnic group differences for males indicated that the Mexican and Indian had lower social presence than the Caucasian. Further, flexibility scores for the Mexican male were lower than for the Caucasian or Indian, but higher on social responsibility, tolerance, and intellectual efficiency.

AUTHOR(S): Mason, Evelyn P.

ARTICLE TITLE: "Cross-Validation Study of Personality Characteristics of Junior High Students from American Indian, Mexican, and Caucasian Ethnic Backgrounds"

SOURCE: Journal of Social Psychology

VOL. 77 DATE 1969 (February)

PAGES 15-24 NO. OF PAGES 9

PURPOSE: To test whether the highly significant sex ethnic group differences in response to the California Psychological Inventory made by 1966 catch-up participants would occur when same measures were obtained from a comparable group of adolescents in the 1967 program.

SAMPLE: 100 13-15 year olds were chosen from 200 school referrals. There were 50 participants: 22 American Indians (11 M, 11 F), 9 Mexican Americans (5 M, 4 F), and 16 Caucasians (8 M, 8 F). 50 students were used as a control group.

METHOD: California Psychological Inventory was given in six separate sessions. Individual attention was provided for all valid completions of test.

CONCLUSIONS: The CPI test showed an overall significant ethnic difference with Caucasians highest and Indians lowest. This ordering did not occur in the first study and resulted from the more negative response of the Mexican male and more positive response of the Mexican female in the second study. The evidence of a generalized more negative response by females regardless of ethnic background was validated. Of greatest significance was the consistent, all-pervasive negative responses of both male and female American Indian.

AUTHOR(S): McCleskey, Clifton, and Bruce Merril

ARTICLE TITLE: "Mexican American Political Behavior in Texas"

SOURCE: Social Science Quarterly

VOL. 53(4) DATE 1973 (March)

PAGES 657-670 NO. OF PAGES 10

PURPOSE: To report data on Mexican American's political behavior in Texas.

SAMPLE: Data collected was voter registration as percentage of adult population and voter turnout as percentage of registered voters through both state and counties.

METHOD: Data was obtained from Secretary of State.

CONCLUSIONS: Low Mexican American turnout was due probably to: 1) deficiencies of the group (i.e., Mexican Americans are held back by their own cultural values and traditions); 2) racism and discrimination; 3) class domination; and 4) internal colonialism. Because of low Mexican American turnout, change for them will not likely come through politics although it could be an intervening variable.

AUTHOR(S): McLemore, Dale S.

ARTICLE TITLE: "The Origins of Mexican American Subordination in Texas"

SOURCE: Social Science Quarterly

VOL. 53 DATE 1973 (March)

PAGES 657-670 NO. OF PAGES 13

PURPOSE: To test utility of Noel's general theory as an explanation of the development of the subordinate status of Mexican Americans in Texas (Noel's theory explained).

METHOD: History of Mexicans beginning with Spain is cited. Noel's theory as to what happens to groups when they come together is applied to the Mexican.

CONCLUSIONS: Noel's theory is in first stages of refinement. However, it provides clear framework within which to study the complicated contacts that took place among various ethnic groups in Texas prior to the middle of the 19th century.

AUTHOR(S): Montiel, Niguel

ARTICLE TITLE: "The Social Science Myth of the Mexican American Family"

SOURCE: El Grito

VOL. 3 DATE 1971 (May)

PAGES 285-293 NO. OF PAGES 9

PURPOSE: To explain why the Mexican American family with its unquestioned acceptance of the "masculinity cult" is a myth.

METHOD: Author gives summaries of writers, Mexican and Anglo, who have used the machismo concept indescriminately.

CONCLUSIONS: The concept social scientists have regarding machismo is supposedly the underlying cause of Mexican and Mexican American problems. Since terms like machismo are abstract, conclusions based on this concept should be seen only as philosophical and ideological speculations not as empirical truths.

AUTHOR(S): Morales, Armando

ARTICLE TITLE: "Distinguishing Psychodynamic Factors from Cultural Factors in the Treatment of Spanish-speaking Patient"

SOURCE: Chicanos

DATE 1971 PAGES 279-285

NO. OF PAGES 6

PURPOSE: To point out how cultural factors may be mistaken for psychodynamic factors in cross-cultural psychotherapy.

METHOD: Case study is given as example.

CONCLUSIONS: In psychotherapy it is important for therapist to speak client's language as well as be culturally aware so as not to interpret incorrectly what client is communicating.

AUTHOR(S): Moreno, Steve

ARTICLE TITLE: "Problems Related to Present Testing Instruments"

SOURCE: El Grito

VOL. 3 DATE 1970 (Spring)

PAGES 25-29 NO. OF PAGES 4

PURPOSE: To establish the fact that Mexican Americans are at a disadvantage when exposed to present American testing instruments.

METHOD: Moreno uses research done by Adler, Kittell, Bannon, Phillips, Mathis, and Sanchez.

CONCLUSIONS: 1) Monolingual Spanish-speaking children and bilingual children are handicapped when taking English examinations of all types: intelligence, aptitude and achievement; 2) The predictive validity of existing English tests, especially IQ and aptitude tests, is lost for Mexican American children; 3) Existing readiness tests may predict achievement for Spanish-speaking children in our present programs, but the test scores should clearly indicate different programs for different populations.

AUTHOR(S): Murillo, Nathan

ARTICLE TITLE: "The Mexican American Family"

SOURCE: Chicanos

DATE 1971

PAGES 970108 NO. OF PAGES 11

PURPOSE: To show that there is no real way to arrive at significant generalizations regarding the Mexican American family.

METHOD: Writer points out the fact that one must look at heritage and history to establish Mexican American way of family life.

CONCLUSIONS: The reality is that there is no Mexican American family "type".

AUTHOR(S): Ortego, Philip

ARTICLE TITLE: "Moctezuma's Children"

SOURCE: El Grito

VOL. 3 DATE 1970 (Spring)

PAGES 38-50 NO. OF PAGES 12

PURPOSE: To point out that the educational problems of the Mexican American are not solely that of language but also relate to American life.

METHOD: Shows how existing programs and practices in the American educational system often tramatizes Mexican American children by a degrading learning experience.

CONCLUSIONS: Bilingual education by bilingual and culturally aware teachers would help create functionally literate individuals in both Spanish and English by capitalization on the linguistic skills the Spanish-speaker already has.

AUTHOR(S): Padelford, W.P.

ARTICLE TITLE: "The Influence of Socioeconomic Level, Sex, and Ethnic Background Upon the Relationship between Reading Achievement and Self-Concept"

SOURCE: Dissertation Abstracts

VOL. 30(8-A) DATE 1970

PAGES 3330-3331

PURPOSE: To investigate the relationship between self-concept and reading achievement among children in grades 3 through 6, studying also the influence and correlation of ethnic group, socioeconomic level and sex variables on reading achievement and self-concept.

SAMPLE: 238 students from 3-6 in suburban elementary school serving a middle and lower class community.

METHOD: Pre and post test criterion measures for reading achievement and self-concept scores were analyzed by correctional methods, t-tests and Analysis of Variance.

CONCLUSIONS: A significant positive relationship was found between reading achievement and self-concept for all subjects regardless of ethnic group, socioeconomic level or sex. Anglo boys scored significantly higher on reading achievement and self-concept areas than Mexican American boys, but no such ethnic difference was apparent for girls.

AUTHOR(S): Palomares, Uvaldo H.

ARTICLE TITLE: "Nuestros Sentimientos son Iguales, La Diferencia es en la Experiencia"

SOURCE: Personnel and Guidance Journal

VOL. 50(2) DATE 1971 (October)

PAGES 137-144 NO. OF PAGES 7

PURPOSE: To communicate some thoughts and feelings about communication between ethnically divergent persons.

METHOD: Paper presentation.

CONCLUSIONS: Instead of blaming the other person for the lack of communication we should as counselors focus on ourselves as being the prime cause of miscommunication and prejudicial evaluation. A productive counseling relationship with ethnically divergent persons can be reached only if we learn to respect, recognize and value their ethnicity.

AUTHOR(S): Palomares, Uvaldo, and Janet Welch

ARTICLE TITLE: "Portrait of a Counselor"

SOURCE: Personnel and Guidance Journal

VOL. 50(2) DATE 1971 (October)

PAGES 131-135 NO. OF PAGES 4

PURPOSE: To reveal the characteristics in a counselor that inhibit or attract the Mexican and Mexican American children by means of a group interview.

SAMPLE: Nine Mexican Americans, age range 10-14, from Juarez Lincoln School, Imperial Beach.

METHOD: Group Interview.

CONCLUSIONS: Good qualities in a counselor: He should talk with you, not yell at you; he should be with you when and where you play and even join you sometimes; he should know where you live and the people that live with you. It is important to feel that you can trust him and be familiar with him, speak in the idiom of the people he works with and there is a preference for younger counselors because they listen more attentively to you.

AUTHOR(S): Patella, Victoria, and William P. Kuvleskey

ARTICLE TITLE: "Situation Variation in Language Patterns of Mexican American Boys and Girls"

SOURCE: Social Science Quarterly

VOL. 53(4) DATE 1973 (March)

PAGES 35-44 NO. OF PAGES 9

PURPOSE: To report findings concerning language usage patterns in various situations of teenage Mexican American boys and girls in southern Texas.

SAMPLE: 596 Mexican American high school sophomores and 73 dropout age peers (all subjects were from predominantly rural areas).

METHOD: Group interview by trained graduate students.

CONCLUSIONS: The use of Spanish decreases as one moves away from home into neighborhood and school. Spanish was used by all subjects when speaking to parents. Both Spanish and English were used when speaking with friends. Girls tended to use less Spanish than boys overall and dropout subjects used "Spanish only" in more situations and "English only" in less situations than students.

AUTHOR(S): Ramirez, Manuel III

ARTICLE TITLE: "Identification with Mexican Family Values and Authoritarianism in Mexican Americans"

SOURCE: Journal of Social Psychology

VOL. 73 DATE 1967 (October)

PAGES 3-11 NO. OF PAGES 8

PURPOSE: To assess the extent to which Mexican Americans are identified with Mexican values and also to determine whether there is a positive relationship between autocratic family ideology and authoritarian ideology in Mexican Americans.

SAMPLE: 70 Mexican Americans (third generation) and 70 Anglos. Age range 18-24. All subjects were middle-class Catholic college students.

METHOD: Tested on California F Scale and Family Attitude Scale.

CONCLUSIONS: Mexican American students showed greater agreement with Mexican family values than did Anglos.

AUTHOR(S): Ramirez, Manuel III; Clark Taylor, Jr.; and Barbara Peterson

ARTICLE TITLE: "Mexican American Cultural Membership and Adjustment to School"

SOURCE: Developmental Psychology

VOL. 4(2) DATE 1971 (March)

PAGES 141-148 NO. OF PAGES 7

PURPOSE: To test the hypothesis that there are differences in motives, attitudes and behavior (as they relate to education) between Anglos and Mexican Americans of the same socioeconomic class, these differences being related to differences in the value orientations of the two ethnic groups.

SAMPLE: 300 Mexican Americans and 300 Anglo Americans, from Sacramento Junior High and High Schools (subjects from lower socioeconomic class).

METHOD: Attitudes Toward Education Scale and School Situations Picture Stories Test.

CONCLUSIONS: Mexican Americans expressed less positive views toward education than Anglos. On Projection Test, Mexican Americans scored higher on need for power, need for rejection and lower on need for achievement than Anglos. Mexican males scored higher on need for succorance toward females and need for aggression toward domineering females. Mexican American females scored higher on need for autonomy. These findings were attributed to differences between the value orientations of Mexican Americans and Anglos.

AUTHOR(S): Reyes, Ramos

ARTICLE TITLE: "A Case in Point: An Ethnomethodological Study of a Mexican American Family"

SOURCE: Social Science Quarterly

VOL. 53(4) DATE 1973 (March)

PAGES 905-919 NO. OF PAGES 14

PURPOSE: To call attention to the background knowledge that Mexican Americans use as interpretive schemes to cope with problems in their lives.

SAMPLE: Martinez Family: Mrs. Martinez and sons, Bob, 20 (at time of study he was in the state reformatory); Fred, 16; Larry, 14; Jake, 13; and Fernando, 8.

METHOD: Participant observation and interviews.

CONCLUSIONS: Mexican Americans use their common sense understandings of social structures to cope with daily problem situations. Mrs. Martinez copes with the circumstances in her everyday life as events very much related to each other. For example, it appeared that she did not understand or seem concerned about having to appear in court for something her son had done, when in fact she had decided not to go because that would mean missing work and being fired from the factory job that was the family's only source of income. She may have seemed ignorant about the matter but on the contrary she understood quite well the consequences of her leaving work to go to court.

AUTHOR(S): Rivera, George, Jr.

ARTICLE TITLE: "Nosotros Venceremos: Chicano Consciousness and Change Strategies"

SOURCE: Journal of Applied Behavior Sciences

VOL. 8(1) DATE 1972

PAGES 56-71 NO. OF PAGES 15

PURPOSE: Discussion of change strategies producing Chicano consciousness and of conditions which best seem to suit particular strategies.

METHOD: Paper presentation.

CONCLUSIONS: The potential for the development of Chicano political power is very high in many rural areas of the Southwest as well as in the urban barrios of the West. The threat of violence is always present. If chicanos are not able to realize social change through legitimate means, violence will inevitably erupt as the last resort for changing intolerable conditions.

AUTHOR(S): Rochin Refugio J.

ARTICLE TITLE: "The Short and Turbulent Life of Chicano Studies: A Preliminary Study of Emerging Progress and Problems"

SOURCE: Social Science Quarterly

VOL. 53(4) DATE 1973 (March)

PAGES 884-894 NO. OF PAGES 10

PURPOSE: To highlight the essential features of emerging Chicano studies programs and to analyze some of the problems facing such programs in progress.

SAMPLE: 29 college campuses: 8 U.C. campuses and schools in Arizona, Colorado, New Mexico, Texas, Utah, Washington, and Indiana.

METHOD: Questionnaire sent to directors of Chicano studies programs.

CONCLUSIONS: Objectives: 1) creation of an instrument which will university with Chicano community through agency and community sponsored educational programs to a) have relevant and scholarly programs penetrating every department in school, b) provide an effective environment for the education of Chicanos and others interested in bilingual and bicultural education, c) encourage and develop research for a better understanding of chicanos; 2) funding of programs; 3) faculty recruitment; 4) communicating aims, and 5) interest in Chicano studies. Survival of these programs will depend on measures taken by each school.

AUTHOR(S): Romano, Ignacio V.

ARTICLE TITLE: "The Historical and Intellectual Presence of Mexican Americans"

SOURCE: El Grito

VOL. 2(2) DATE 1969 (Winter)

PAGES 32-46 NO. OF PAGES 14

PURPOSE: To show the diversity of Mexicans in the U.S. with respect to their varying philosophies and lifestyles are due to their multiple histories and origins.

METHOD: Paper representation.

CONCLUSIONS: The same complexity that is found in the general Mexican American population is also found in the family of nearly every Mexican American. It is thus a gross oversimplification and an ignorance of the diverseness of Mexicans in the U.S. to subsume them all under one label or one philosophy.

AUTHOR(S): Rubel, Arthur J.

ARTICLE TITLE: "The Mexican American Palomilla"

SOURCE: Anthropolotical Linguistics

VOL. 7(4) DATE

PAGES 93-97 NO. OF PAGES 4

PURPOSE: To discuss some basic organizational features of the palomilla (association of young males who interact with some frequency) and the ways in which it contributes to the socialization of a Chicano.

METHOD: Paper presentation.

CONCLUSIONS: Characteristics: particularistic, personal, voluntary, non-instrumental, simple, congenial, unstable association of friends, lacking in identification with a particular territory.

Contribution to boys socialization process: It is here, rather than at home, that a boy becomes a man, and learns to express himself as such. The palomilla plays a very significant role in a boy's transition period between betrothal and marriage. The palomilla stands by the lad's side in time of sorrow such as in the case of a death in the family.

AUTHOR(S): Rudolf, Alvin

ARTICLE TITLE: "The Incarcerated Mexican American Delinquents"

SOURCE: Journal of Criminal Law, Criminology and Police Science
VOL. 62(2) DATE 1971 (June)
PAGES 224-

PURPOSE: To identify and describe some of the effects that the incarceration process has in Mexican Americans within the framework of acculturation. Demographic background, personality, and treatment effect were compared.

SAMPLE: 200 Mexican Americans and 200 Anglos comprised demographic population. 145 Mexican Americans and 502 Anglos were tested in personality (CPI). 142 Mexican Americans and 491 Anglos were tested with MMPI. 113 Mexican Americans and 100 Anglos were retested for comparison with CPI.

METHOD: Tests: California Psychological Inventory and Minnesota Multiplistic Personality Inventory.

CONCLUSIONS: Background: Mexican Americans once incarcerated, associated primarily with other Mexican Americans. They came from larger families, were more inclined toward gang type crimes and had greater incidence of crimes in narcotics and sex with less crimes against property.

Personality: Immature, possessive, rigid and restricted, little concern for future, little self-confidence and self-direction.

Treatment: No real changes in delinquent orientation of Mexican Americans regardless of treatment or no treatment.

AUTHOR(S): Rudolph, James Edward

ARTICLE TITLE: "Self-Perceived and Ascribed Characteristics of Mexican American, Anglo and Bicultural College Students"

SOURCE: Dissertation Abstracts

VOL. 33(6-A) DATE 1972 (December)

PAGE 3027

PURPOSE: To determine to what extent the characteristic of self-denigrated ascribed to other minority groups applied to Mexican Americans, and to measure the degree of psychological impact of the self-denigrated person as a result of racial prejudice.

SAMPLE: 245 students, 140 females and 105 males attending 1968 summer session at the University of Texas, El Paso. 113 Anglos, 101 Mexican Americans, and 31 bicultural students.

METHOD: Scores on Bills' Index of Adjustment and Values and a measure of ethnocentric ideology from the Ethnocentrism Scale. Students rated taped speakers (four of whom were bilinguals) on 16 personalities traits on scale of 1 to 4.

CONCLUSIONS: Both Mexican American and Anglo subjects rated the English speakers more favorably than Spanish speakers in having greater prestige, better judgement, and being more industrious, etc. Bicultural subjects remained neutral in their rating of English and Spanish speakers. Feelings of self-denigration were found to exist among Mexican Americans but not to the extent expected. Anglo subjects having given higher ratings to Spanish speakers were found to have had more years of formal Spanish instruction.

AUTHOR(S): Rusk, Marian Terry

ARTICLE TITLE: "Study of Delinquency Among Urban Mexican American Youth"

SOURCE: Dissertation Abstracts

VOL. 30(5-A) DATE 1969 (November)

PAGES 1877-1878

PURPOSE: To validate hypothesized differences between delinquent and non-delinquent Mexican American youth from same background, age, IQ, and family problems.

SAMPLE: 50 delinquent and 40 non-delinquent Mexican American boys.

METHOD: California Personality Inventory, Social Adjustment Scale, House Tree Personality Test given to subjects. Ten members of each group were also given Thematic Appreciation Test.

CONCLUSIONS: The two groups were found to be very similar to each other in most personality dimensions tested and low in these in comparison to the norms. Delinquent boys did not as a group feel strong family ties nor the care and succorance felt by the non-delinquent. The delinquent group tended to feel victimized and persecuted whereas the other group felt a responsibility for the direction of their lives. The outstanding difference in these groups was in the negative identity and alienation felt by the delinquents.

AUTHOR(S): Sandoval, Ralph, and Ailleen P. Nilsen

ARTICLE TITLE: "The Mexican American Experience"

SOURCE: English Journal

DATE 1974 (January-February)

PAGES 61-63 NO. OF PAGES 2

PURPOSE: A listing of books about Chicano experiences, feelings and ideas found to be useful in various programs of Mexican American studies.

METHOD: Annotated bibliography.

CONCLUSIONS: This listing includes fiction, anthropologies, non-fiction and informative books.

AUTHOR(S): Schwartz, Audrey James

ARTICLE TITLE: "Affectivity Orientations and Academic Achievement of Mexican American Youth"

SOURCE: Dissertation Abstracts

VOL. 28(11-A) DATE 1968 (May)

PAGE 4732-4733

PURPOSE: To explore the value orientations which might inhibit the educational achievement of Mexican American youth.

SAMPLE: 3,000 pupils from 9-12 years of age, from an urban school district.

METHOD: Self-administered questionnaires and information from official records of scholastic achievement; Mexican and Anglo American pupils were analyzed separately for socioeconomic and grade level controls.

CONCLUSIONS: A possible explanation for the difference in the goal attaining values of these two groups derives from the concept of anticipatory socialization in which the Mexican American internalizes the achievement values of the white collar Anglo in preparation for upward mobility, thus moving away from the strong family influence and freeing himself from commitment to a culture which may inhibit his mobility.

AUTHOR(S): Smart, Margaret Ellis

ARTICLE TITLE: "Responses of Mexican American Socioeconomic Groups to Selected Intellectual Tasks"

SOURCE: Dissertation Abstracts

VOL. 30(5-A) DATE 1969

PAGES 646-653

PURPOSE: To analyze the concepts of Mexican American six-year olds from different socioeconomic groups and some of the home environment influences which may affect the development of their cognitive processes.

SAMPLE: 32 six-year olds from two geographical areas of southwest Arizona (N = 14) and California (N = 18) designated as lower and middle class, respectively.

METHOD: Child performance on six intellectual tasks; story task, snap toys task, grouping with rubber people and animals task, discrimination tasks, conservation of area, conservation of quantity. Parent interviews.

CONCLUSIONS: Children who hear the same ideas expressed in two languages within the same family tend to develop fluency and flexibility in cognitive structures, tend to use conceptual strategies associated with divergent thinking, and tend to conserve area.

AUTHOR(S): Spilka, Bernard, and Lois Gill

ARTICLE TITLE: "Some Non-Intellectual Correlates of Academic Achievement among Spanish American Students"

SOURCE: School Counselor Journal

VOL. 12(4) DATE 1965 (May)

PAGES 218-221 NO. OF PAGES 4

PURPOSE: To demonstrate the involvement of non-intellectual factors in the performance of Spanish American secondary school students.

SAMPLE 60 high school junior and senior students, 30 with GPA's in the 70th percentile designated as achievers, 30 in the 30th percentile (underachievers). Each group had 15 boys and 15 girls.

METHOD: Student achievement compared with parental attitudes (mothers) was based on GPA, IQ (Otis SA Test of Mental Ability), Siegel Manifest Hostility Scale, California Psychological Inventory, Anxiety Adaptation Scale, and Draws Teahan Survey.

CONCLUSIONS: Achieving girls and underachieving boys came from homes in which mothers are demanding and dominating. Achievement in the school situation is positively related to behavior of a conforming nature.

AUTHOR(S): Stoddard, R. Ellwyn

ARTICLE TITLE: "The Adjustment of Mexican American Barrio Families to Forced Housing Relocation"

SOURCE: Social Science Quarterly

VOL. 53 DATE 1973 (March)

PAGES 749-759 NO. OF PAGES 10

PURPOSE: To determine factors related to successful housing adjustment by Mexican American barrio families forced to move from their homes.

SAMPLE: Taken from 57 Mexicans, U.S. citizens and non-citizen homeowner respondents and 20 renter respondents forced to relocate from one area in Texas to another.

METHOD: Families were interviewed by bilingual staff.

CONCLUSIONS: Families reacted as most other families under stress that comes with moving. They were slightly more concerned of the physical facilities of their new living unit. Of major concern to them was the preservation of those social relationships which existed in the barrio.

AUTHOR(S): Trujillo, Gregory

ARTICLE TITLE: "The Effect of Teacher and Peer Expectancies on Student Social Behavior: A Study in the Self-Fulfilling Prophecy"

SOURCE: Dissertation Abstracts

VOL. 31(4-A) DATE 1970 (October)

PAGE 1582-A

PURPOSE: To determine whether a student's social behavior was increased by teacher and/or peer expectation of a change of mode in that behavior. Social behavior = friendliness and well liked by others.

SAMPLE: Nine fifth-grade classrooms in three schools. Out of 244 students, 72 were selected for participation; 36 of these were designated as target students (students of whom specific form of behavior were to be expected).

METHOD: Three treatment groups: 1) Teacher expectancy group, 2) peer expectancy, 3) teacher-peer expectancy. Sociometric Instrument and Semantic Difference Rating scales used to evaluate change.

CONCLUSIONS: Self-fulfilling prophecy was not manifested in this study. Perhaps because the phenomenon is non-existent, social expectancies are not subject to it or that experimental artifacts interfered with it.